

Medium Term Planning 2025-2026

Year Group:6

Term: Autumn



Enquiry Question:

Class Text:

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- Teaching Sequence/Clusters Purpose and audience for Writing/Genres of writing (Example: To inform so that the audience understand how volcanoes erupt- non-chronological report.	To recount so that the audience empathises with an evacuated child during WW2. Text type: Diary entries:			To retell so the reader emphasises with a child that has gone through evacuation during WW2. Text Type: Historical fiction			
	Immersion into text type and story map. WAGOLL Knowledge Plan Words	Words Sentences Model and Draft	Draft Edit Publish	Immersion into text type and purpose. WAGOLL Knowledge Plan Words/Sentences	Draft Edit Publish	Immersion into text type and purpose. WAGOLL Knowledge Plan Words/Sentences	Draft Edit Publish
Grammar	Formal and Standard English Cohesive devices-	Informal language	Verb and tense agreement	adverbials	Word classes (revision)	Word classes (revision)	Word classes (revision)
Spelling	Unit 1: Words with Elision	Unit 2: Words ending with um spelled m	Unit 3: Words ending with ee spelled e	Unit 4: words beg with se	Unit 5: words beg with ad	Unit 6: words beg with variations of ad	Unit 7: words beg with variations of sub
Maths	Place Value Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10	Place Value Compare and order numbers	Place Value Round numbers Negative numbers	Addition and Subtraction Add and subtract Common factors	Addition and Subtraction Common multiples Rules of divisibility	Multiplication and division Short division Division using factors Introduction to long division Solve problems with division	Multiplication and division Solve multi-step problems Order of operations Mental calculations and estimation
Science:	To understand different light sources	To complete an investigation about refraction	To understand how different colours reflect	To complete an investigation about light	To understand how shadows work	To make a periscope.	
Driver 1 I wonder if children considered evacuation to be a friend or foe?	To have an overview of the chronology of the build up to WW2 and key events from WW1 through to 1939.	To have an overview of some of the key events of WW2.	To understand what day to day life was like for the majority of people prior to WW2 and how this was impacted for various groups as a result of the war including men, women and children.	Understand what the Blitz was and the impact this had on Nottingham.	To learn the reasons behind the evacuation of children and the what this entailed for the children involved.	Identify the role of propaganda during WW2.	Begin to understand how and why certain groups were persecuted by the Nazi's and the legacy of Anne Frank.

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Driver 2 I wonder how we can create 3D sculptures of life during WW2?	To develop a series of drawings in 3D	To draw the effect of light on objects and people from different directions	To produce increasingly accurate drawings of people	To use photography to draw more accurately	To consider the work of other artists to influence their work	To create different human forms	
PSHE	I understand the values of my school and know how I can demonstrate these in practice R/E/S	I can demonstrate some basic first aid for common injuries (Safety Zone) R/S	I can share an insightful understanding of possible consequences of not telling the truth R	I understand how democracy works in the UK at a local, regional and national scale E	I understand the consequences of breaking the law and how the criminal justice system works in the UK R/E/S	Wellbeing Day (Emotions) I can explain my feelings and recognise the feelings of others E I can identify some signs of mental ill health I know a range of strategies to maintain and improve mental wellbeing E	
RRSA Links	Class Charters Article 12 Article 19 Article 29 Article 13 Article 2	Articled 24 – health, water, food, environment			Article 6 – right to life, survival and development Article 38 – right to protection in armed conflicts	Article 24 – health, water, food, environment	Article 40 – minority groups
RE:	Do all members of a religion practise their faith in the same way? How did some German	Why did German Jewish life change in 1933?	Did anyone stand up for Jewish people?	What was the Kindertransport? Who helped to rescue Jewish people from danger?	What is my response to what I have learned about prejudice and the persecution of others?	What is Antisemitism? How do some Jewish people in the UK today help to fight discrimination against others?	How can we promote respect for others in our own community, to ensure that the past is

